

Common Core State Standards (CCSS) for English Language Arts

- **Building knowledge through content-rich nonfiction and informational texts**
- Reading and writing grounded in **evidence from text**
- Regular practice with complex text and its academic vocabulary



NC English Language Arts Assessments Common Core State Standards (CCSS)

- Grades 3-8 assessments will consist of traditional selected response items
- High school English II Assessment will consist of selected response, constructed response, and technology enhanced items
- All items aligned to the CCSS



Common Core State Standards for English Language Arts

- Highlights:

- ✓ “The standards establish a ‘staircase’ of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school.”
- ✓ “Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective.”
- ✓ “The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare.”
- ✓ “The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.”

—information quoted directly from www.corestandards.org



English II Multiple-Choice Item

Moonrise

by Jenette Purcell

City night sky
gives itself to me again
when I have so little left to receive it.
I am dark, crumbling
and you are rivers and trees away
searching your own night sky for a sign.
The strong gates of your heart
are wide open to me always, but,
if only.
So I wait, as seasons before, decades before,
fathers and mothers before me still inside
watch and listen.
Suddenly,
bamboo, bones, fiber, fences,
water, glistening koi,*
all the tiny rooms,
paths and places I hold your memories
relax
in audible, reverent wonder
at the fullness forming
on this horizon's edge.

***koi:** colorful fish that symbolize love and friendship

Which line from the poem describes the speaker's feelings about loving someone?

- A** "when I have so little left to receive it"
- B** "are wide open to me always, but"
- C** "paths and places I hold your memories"
- D** "at the fullness forming"

DOK: Skill/Concept

Standard: Reading for Literature (RL.1)

Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



English II Constructed-Response Item

Moonrise

by **Jenette Purcell**

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***koi:** colorful fish that symbolize love and friendship

In *Moonrise*, explain how the theme is developed throughout the poem. Use specific details to support your answer.

DOK: Strategic Thinking

Standard: Reading for Literature (RL.2)

Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.



Scoring Rubric for Constructed-Response Item

In *Moonrise*, explain how the theme is developed throughout the poem. Use specific details to support your answer.

Score (points)	Rubric
2	<ul style="list-style-type: none">• Identifies the theme of the poem• Uses at least one example of how the theme is revealed in the poem• Writes a response that explains how the theme is developed throughout the poem
1	<ul style="list-style-type: none">• Identifies the theme of the poem• May or may not use at least one example of how the theme is revealed in the poem• Writes a response that may or may not explain how the theme is developed throughout the entire poem
0	<ul style="list-style-type: none">• Fails to identify the theme of the poem• Fails to use at least one example of how the theme is developed in the poem• Fails to write a response that explain show the theme is developed throughout the poem



English II Technology-Enhanced Item

Select (by clicking) the synonym that can replace *reverent* in the poem.

Excerpt from Moonrise

by Jenette Purcell

Suddenly,
bamboo, bones, fiber, fences,
water, glistening koi,*
all the tiny rooms,
paths and places I hold your memories
relax
in audible, reverent wonder
at the fullness forming
on this horizon's edge.

respectful

redundant

amazed

significant

DOK: Skill/Concept

Standard: Reading for Literature (RL.4)

Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).



Common Core State Standards for Mathematics (CCSSM)

- CCSSM – a focused and coherent learning progression for students to become college or career ready.
- Highlights:
 - ✓ Elementary School – fluency in arithmetic, understanding and use of fractions.
 - ✓ Middle School – ratios and proportional relationships, introduction to algebra.
 - ✓ High School – algebra, functions, and geometry, with emphasis on real life modeling.



NC Mathematics Assessments

Common Core State Standards

- Questions will include some calculator inactive problems to align most closely with Common Core Standards.
- Care has been taken to decrease the reading burden. For example, the text of many word problems will be bulleted.
- For grades 5 and higher, constructed response questions will be included in which students need to enter a numeric answer.



Grade 5 Multiple-Choice Item

Mr. Samuels delivers 159 newspapers each day in his route. How many newspapers does he deliver in 28 days?

- ☒ A 4,452
- ☐ B 2,882
- ☐ C 1,590
- ☐ D 1,010

Calculator: Inactive

DOK: Recall

Domain: Number and Operations in Base Ten

Standard: 5.NBT.5 Perform operations with multi-digit whole numbers and with decimals to hundredths. Fluently multiply multi-digit whole numbers using the standard algorithm.



Grade 6 Constructed Response Item

A company is having a picnic. The expenses will be for music and refreshments.

- The music will cost \$150.
- The refreshments will cost \$125.
- Tickets will be sold for \$2.50 per employee.

What is the minimum number of tickets that must be sold to pay for the picnic expenses?

-	/	/	/	/	
.	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3

Note that students receive instructions and practice for gridding answers.

Calculator: Inactive

DOK: Skill/Concept

Domain: Expressions and Equations

Standard: 6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.



Grade 7 Constructed Response Item

Alex earns \$17.75 per hour.

- He works 80 hours in two weeks.
- He puts 10% of the money he earns into a savings account every two weeks.

How much money, in dollars, does he put into his savings account after two weeks?

Enter your response here:

Only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., -, and / are allowed.

Calculator: Inactive

DOK: Recall

Domain: Expressions and Equations

Standard: 7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.



Math I Constructed Response Item

The daily profit, P , of a business that sells x units of a product each day is given by the function $P = -2x^2 + 200x + 3,000$. The number of units sold on Tuesday was 10 less than the number needed for maximum possible profit. What is the difference between the actual profit on Tuesday and the maximum possible profit?

Enter your response here:

Only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., -, and / are allowed.

Calculator: Inactive

DOK: Skill/Concept

Domain: Interpreting Functions

Standard: F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.



Essential Standards for Science (ESS)

ESS - provide a context for teaching both science content and scientific-process skill goals.

Highlights

Grades 5 and 8 - include content from each of the three branches of science: Life (L), Earth (E), and Physical (P).

Biology - provide deeper understanding of life science content learned throughout Grades K–8. The unifying concepts for Biology include:

- Structure and Function of Living Organisms

- Ecosystems

- Evolution and Genetics

- Molecular Biology.



Grade 5 Science MC Item

Sarah and Richard left Florida at 5:00 a.m. and drove 360 miles north until 11:00 a.m. They drove at a constant speed the entire trip. About how fast were they going?

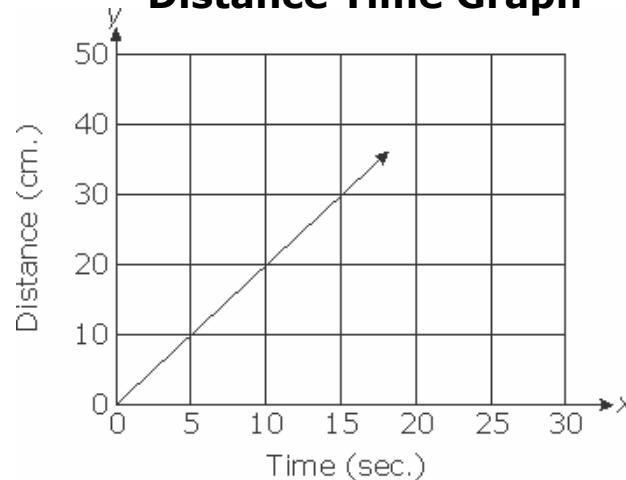
- Ⓐ 50 mph
- Ⓑ 60 mph
- Ⓒ 70 mph
- Ⓓ 80 mph

5.P.1.2 Infer the motion of objects in terms of how far they travel in a certain amount of time and the directions in which they travel
(RBT = Conceptual/Understand;
DOK = 2)



Grade 5 Science TE Item

Distance Time Graph



5.P.1.2 Infer the motion of objects in terms of how far they travel in a certain amount of time and the directions in which they travel (RBT = Conceptual/Understand; DOK = 2)

This distance/time graph shows the distance covered by an insect crawling across a table. Using the information on the graph, place (click and drag) the remaining distances to complete the table below.

Distance traveled in 10 seconds	Distance traveled in 20 seconds	Distance traveled in 25 seconds
20 cm		
30 cm	40 cm	50 cm



Grade 8 Science MC Item

What happened to species which failed to adapt to Earth's many catastrophic events throughout history?

- Ⓐ They became more diverse.
- Ⓑ They became not as diverse.
- Ⓒ They became extinct.
- Ⓓ They were forced to become ocean dwellers.

8.L.4.2 Explain the relationship between genetic variation and an organism's ability to adapt to its environment. (RBT = Conceptual/ Understand; DOK = 2)



Grade 8 Science TE Item

List of Species and Their Characteristics

- Estuarine species inhabit coastal areas; they are adapted to a mix of salt and fresh water
- Desert species are adapted to hot, arid areas which have large temperature fluctuations
- Very rare tree species inhabit the Amazon basin
- Reef-building coral inhabit coastal areas; their health and growth are negatively affected by pollutants
- Salamander species in the southern U.S. depend on flowing water to keep oxygen levels high enough for survival

If the changing conditions in the chart below occur, which species listed above will likely go extinct? Drag and drop the species that will most likely go extinct for each changing condition.

8.L.4.1 Summarize the use of evidence drawn from geology, fossils, and comparative anatomy to form the basis for biological classification systems and the theory of evolution (RBT = Conceptual/ Understand; DOK = 2)

Changing Conditions	Species Likely to Go Extinct
Sea levels rise rapidly	Estuarine
Prolonged drought	
Deforestation in South America	
Catastrophic oil spill in a coastal region	

Amazon rare tree

Desert

Salamander

Reef-building coral



Biology TE Item

You are a poultry breeder working for historic Plymouth Farms. Your goal is to reverse the selective breeding of highly specialized modern poultry to produce a chicken that closely resembles its 17th century ancestor. Choose (click and drag) the traits that would meet the environmental challenges of 17th century colonial America.



muted colors elaborate head plumage hardiness to cold and damp quickness
good vision able to live on sparse food supply

Selected:

Bio.3.1.3 Explain how mutations in DNA that result from interactions with the environment (i.e. radiation and chemicals) or new combinations in existing genes lead to changes in function and phenotype.
(RBT = Conceptual/ Understand; DOK = 3)

